**Geometry Week 1 Reflections**

**Monday, 3/26: Angles, Day 1**

*Reflections on planning and instruction*

* Day one was a rush of learning—review and new information. There were multiple learning points—how to label, identify, and understand different kinds of angles PLUS using protractors
* A benefit of this lesson-as-content-blast was that it functioned as a quick assessment, and provided the groundwork to go back into different concepts deeper throughout the week.
* If I were to do this again, I think I would spend more time in the beginning probing for previous understandings

*Reflections on student learning*

* I was concerned that some students had an easier time recalling previously encountered ideas and understanding and were, therefore, more engaged.
* I think students were engaged in part because of the opportunity to engage with new materials (protractors)
* I could have made the content more accessible by providing more step-by-step instruction for students who felt unsure of how to measure angles

*Implications for future teaching*

* Review angle types
* Teach into protractor use

*Implied/embedded capacities*

* Comfort with protractors

**Tuesday, 3/27: Angles, Day 2**

*Reflections on planning and instruction*

* Based on the previous day, this lesson was largely concerned with teaching into the use of the protractor
* It might have made more sense to use the document camera than the SmartBoard so that examples on the rug were more easily transferred.

*Reflections on student learning*

* I think students were steadily building knowledge
* Some confusion was related to unfamiliar terminology—geometric language will need to be a big part of learning as we move forward

*Implications for future teaching*

* Concentrate on vocabulary

**Wednesday, 3/28: Geometric Foundations—Lines, Rays, Points**

*Reflections on planning and instruction*

* This lesson felt appropriate and well-timed, because it was based on reflections on student understanding
* I think the timing was largely successful—students seemed engaged on the rug

*Reflections on student learning*

* This was, again, a heavy vocab day. I think I need to step up the frequency with which students are reading and using vocab words

*Implications for future teaching*

* How to re-incorporate these concepts into the study of angles?
* How to keep this learning activated as we move into polygons

**Thursday, 3/29: Creating a Geometry Reference**

*Reflections on planning and instruction*

* This lesson was partly a response to student work that suggested lingering uncertainty with geometric building blocks—especially with conventional notation
* One big hole in the planning of this day was figuring out where exactly students would find each piece of information (Handout? Math book? Elsewhere?) This was definitely an example of the folly of not doing the whole thing myself first!

*Reflections on student learning*

* I think students did some solid learning vis-à-vis the geometric terms they were defining, solidifying the connection between terms, visuals, notation, and definition
* I think there was also some learning about how to assemble information in a useful way
* I think some students weren’t sure what the purpose of the day’s work was.

*Implications for future teaching*

* I learned a lot about the speed and accuracy levels that made various students comfortable during this activity
* I want to make sure to re-access this reference throughout the unit, to make it a living document that serves a purpose

*Implied/embedded capacities*

* There was some unexpected (to me) fine motor/organizational challenges to creating the reference in notebooks.

**Friday, 3/30: Protractor Practice**

*Reflections on planning and instruction*

* I feel great about this lesson, and here’s why
  + There was a clear objective
  + There was a clear strategy
  + There was a clear expectation for work to be completed in a set amount of time

*Reflections on student learning*

* Some of the comments I heard during the share were really excited, things like evidence of perseverance and “I feel confident” or “Now I feel more confident.”
* Having collected student work and taken a look, there are a few areas of continued confusion, especially drawing obtuse angles and reading the protractor correctly when measuring obtuse angles.

*Implications for future teaching*

* Students worked hard to get to this new, confident place. I want to make sure they have continuous opportunities to practice their protractor skills and solidify this confidence.
* I think there is definitely a need to keep going over acute, right, obtuse, and straight angle classifications

*Implied/embedded capacities*

* Protractor skills

**The Week’s Take-Aways**

* I need to think of clear, discrete tasks to be completed in each work time and articulate my expectations clearly to all students (and hold students accountable to these expectations)
* Going forward, I want to collect assessment information that helps me teach and helps students learn, but doesn’t leave me with a stack of 100 pages to take home on Friday—not helpful to anyone!
* I want to be clear with myself and students each day:
  + What are we learning?
  + What are we practicing?
  + What are we discovering?